

# APPENDIX E

## *Cross-Content Workplace Readiness Standards*



## CROSS-CONTENT WORKPLACE READINESS STANDARDS

### INTRODUCTION

As the content committees met and reviewed the eight subject specific *Standards* (the seven listed areas plus career education), certain themes reoccurred. These common themes reinforced the notion that each content area draws on key elements of other content areas. For example, the need for students to learn problem-solving and critical thinking skills was reflected across the content areas. These *Cross-Content Workplace Readiness Standards* are important to the success of **all** students in **all** content areas. They include:

- 1. All students will develop career planning and workplace readiness skills.**
- 2. All students will use technology, information, and other tools.**
- 3. All students will use critical thinking, decision-making, and problem-solving skills.**
- 4. All students will demonstrate self-management skills.**
- 5. All students will apply safety principles.**

Districts should begin building these concepts into their programs at the K-4 level using developmentally appropriate activities (e.g., focusing on positive work habits, enabling safe behaviors). Some concepts may be more appropriate for older students (e.g., preparing a resume, completing a job application). Such activities should be incorporated across the curriculum. Students need multiple opportunities to practice and refine these skills.

Unlike the progress indicators in this *Comprehensive Health Education and Physical Education Framework*, the *Cross-Content Workplace Readiness Standards* and indicators are not developed into grade level clusters. The *Cross-Content Workplace Readiness Standards* apply to all content areas and all grade levels. Each activity contained in Chapter 8 of this *Framework* is cross-referenced to specific *Cross-Content Workplace Readiness Standards* and indicators. Thus, teachers should integrate the *Cross-Content Workplace Readiness Standards* with all subject areas in content-specific and developmentally appropriate way.

## CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

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### Standard 1

*All students will develop planning and workplace readiness skills.*

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**Descriptive Statement:** Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

#### Cumulative Progress Indicators

All students will be able to:

1. Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others needed to get and keep a job.
2. Describe the importance of personal skills and attitudes to job success.
3. Identify career interests, abilities, and skills.
4. Develop an individual career plan.
5. Identify skills that are transferable from one occupation to another.
6. Select a career major and appropriate accompanying courses.
7. Describe the importance of academic and occupational skills to achievement in the work world.
8. Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or parttime employment.
9. Identify job openings.
10. Prepare a resume and complete job applications.
11. Demonstrate skills and attitudes necessary for a successful job interview.
12. Demonstrate consumer and other financial skills.

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**Standard 2**

*All students will use information, technology, and other tools.*

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**Descriptive Statement:** Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking, for problem solving, writing, and research.

**Cumulative Progress Indicators**

All students will be able to:

1. Understand how technological systems function.
2. Select appropriate tools and technology for specific activities.
3. Demonstrate skills needed to effectively access and use technology-based materials through key boarding, troubleshooting, and retrieving and managing information.
4. Develop, search, and manipulate databases.
5. Access technology-based communication and information systems.
6. Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
7. Use technology and other tools to solve problems, collect data, and make decisions.
8. Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
9. Use technology to present designs and results of investigations.
10. Discuss problems related to the increasing use of technologies.

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**Standard 3**

*All students will use critical thinking, decision-making, and problem-solving skills.*

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**Descriptive Statement:** Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected.

**Cumulative Progress Indicators**

All students will be able to:

1. Recognize and define a problem, or clarify decisions to be made.
2. Use models, relationships, and observations to clarify problems and potential solutions.
3. Formulate questions and hypotheses.
4. Identify and access resources, sources of information, and services in the school and the community.
5. Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
6. Plan experiments.
7. Conduct systematic observations.
8. Organize, synthesize, and evaluate information for appropriateness and completeness.
9. Identify patterns and investigate relationships.
10. Monitor and validate their own thinking.
11. Identify and evaluate the validity of alternative solutions.
12. Interpret and analyze data to draw conclusions.
13. Select and apply appropriate solutions to problem-solving and decision-making situations.
14. Evaluate the effectiveness of various solutions.
15. Apply problem-solving skills to original and creative/design projects.

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**Standard 4**

*All students will demonstrate self management skills.*

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**Descriptive Statement:** Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and show respect for others of diverse cultural and social backgrounds.

**Cumulative Progress Indicators**

All students will be able to:

1. Set short and long term goals.
2. Work cooperatively with others to accomplish a task.
3. Evaluate their own actions and accomplishments.
4. Describe constructive responses to criticism.
5. Provide constructive criticism to others.
6. Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
7. Describe the roles people play in groups.
8. Demonstrate refusal skills.
9. Use time efficiently and effectively.
10. Apply study skills to expand their own knowledge and skills.
11. Describe how ability, effort, and achievement are interrelated.

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**Standard 5**

*All students will apply safety principles.*

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**Descriptive Statement:** Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly to implement these standards.

**Cumulative Progress Indicators**

All students will be able to:

1. Explain how common injuries can be prevented.
2. Develop and evaluate an injury prevention program.
3. Demonstrate principles of safe physical movement.
4. Demonstrate safe use of tools and equipment.
5. Identify and demonstrate the use of recommended safety and protective devices.
6. Identify common hazards and describe methods to correct them.
7. Identify and follow safety procedures for laboratory and other hands-on experiences.
8. Discuss rules and laws designed to promote safety and health, and their rationale.
9. Describe and demonstrate procedures for basic first aid and safety precautions.